Where's the Gruffalo?

5 weeks

Rationale/Intent

Year 1 get a a huge surprise when the Grufflao visits school and delivers them his book. The children's curiosty will inspire them to investigate the different habitats the animals live in and begin to think about what the human body consists of. As successful geographers the children will begin to use simple map skills to explore the local environment as well as investigate the differences between physical and human geography . Through the magic of story telling, the children will also begin to create their very own Gruffalo story. On the final visit to the common the Gruffalo will be waiting for us, so can share the choices we made for our innovated tale.

In Science, the key knowledge and skills will include:

- Identifying and naming a variety of common animals including fish, amphibians, reptiles, birds and mammals
- Identifying and naming a variety of common animals that are carnivores, herbivores and omnivores
- Describing and comparing the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)
- Identifying, naming, drawing and labelling the basic parts of the human body and say which part of the body is associated with each sense
- Perform simple tests
- Ask simple questions and recognize that they can be answered in different ways

In Geography, the key knowledge and skills will include:

- Developing knowledge of the human and physical geography of a small area of the United Kingdom
- Using simple compass directions (north, south, east and west) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map
- Using simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment
- Using basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather.

- Using basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
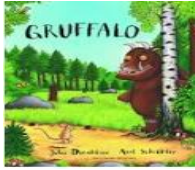
Hook	Outcome
Children will be working in classrooms when suddenly a Gruffalo comes running past!Where is he going? Where has he come from?	Children will share their innovated stories with Year R.

English

Link texts;

Linked texts and extracts are used as 'What a good one looks like' to teach from and are used to enable children in the writing process, using **Talk for Writing**, to successfully achieve the main writing outcomes for the project.

Main writing outcomes

Narrative;

Imitate and innovate the gruffalo

Non- narrative;

Write an animal factfile

Writing skills to cover

- Begin to record words into a sentence to form a short narrative
- Separate words with spaces.
- Capital letters (begin to introduce for starting a sentence)
- Handwriting
- 0-9
- DoW
- Using I (capital letters)

Spelling, Punctuation and Grammar

- Recap previous years spellings
- Common exception words
- Learn the alphabet in order and spell using the letter names.
- Add s for plurals
- Singular and plural nouns
- What is a noun?
- Descriptive language (use to describe Grufflo and other animals)

Weekly free writes; are used to develop individual targets, re-visit previous learning and offer a range of opportunities and genres to apply previously taught skills.

Geography:	Science
Use compasses when investigating the common, lets move in different directions <mark>NC (Use simple compass directions (North, South East, West) and locational directional language (near, far, left and right) to describe the location of features and routes on a map).</mark> *Use google earth to discuss the similarities and differences between each of the locations – what features can we see?* <mark>NC (Use aerial photos and plan perspectives torecognise landmarks and basic human and physical features: devise a simple map: and construct basic symbols in a key).</mark> *Go on a walk around the school highlighting important features – create own simple maps of the school grounds* <mark>NC (Use the fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment).</mark> *Discuss the differences between the locations and the difference between something that is physical or man made. When walking to the common look at the surrounding area – what is man-made? What is natural?* <mark>NC (Use basic geographical voccabulary to refer to : Physical features (beach, forest, moutain, sea, valley etc) and key human features incluidng city, town, village, farm, port etc)</mark>	*Investigate what animals live in our local area and then compare this to the habitats of other animals* Knowledge • <mark>NC (identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals)</mark> *Classifying and sorting animals by what they eat* • <mark>NC (identify and name a variety of common animals that are carnivores, herbivores and omnivores</mark> *Looking at similarieties and differences between the spieces – simple sorting activities* • describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) *Drawing around our bodies and labelling the parts that are linked to our senses* • <mark>NC (identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense)</mark> <mark>Working Scientifically</mark> <mark>NC (Ask simple questions and recognise that they can be answered in different ways)</mark>

Visits and visitors
Gruffalo Visit to Upton Country Park

Cultural capital; Application Subject – ICT
• To apply ipad skills to record their innovative stories with sounds. Application Subject – Music • To use voices and objects to make an audio book to retell the Gruffalo story.

Role Play – Re-inact the Guffalo story, freeze frames, using puppets to story tell

Home Learning
Go on family nature walks, create leaf rubbings